**K-5 Math Lesson Plan**

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| **Teacher:** Davis | | | **Grade:** 1st | | | | **Date(s)**: |
| **Unit Title:** Counting and grouping objects to 100. | | | | | **Corresponding Unit Task:** Students should be able to can count and recognize numbers to 100. | | |
| **Essential Question(s**): Why is counting by 10 helpful?  How do you bundle amounts?  How is our number system organized? | | | | | | | |
| **Materials/Resources** | | | | | **Essential Vocabulary** | | |
| **Teacher:**   * **Ten frame number lines** * **Blank ten frames with numerals** * **Music/matching numeral cards and ten frame cards** | | **Student:**   * Math journals * Blank ten frame number line sections | | | | Counting on  Group  Bundle  Ten frame  One-digit number  Two-digit number  digit | |
| **Learning Experience** | | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | | | | | | |
| **I Can Statement(s):**  I can count on from a given number.  I can group objects different ways to help me count.  I can bundle numbers and use ten frames. | | | | | | |
| Activating Strategy/Hook: Play the game from the website <http://illuminations.nctm.org/ActivityDetail.aspx?ID=75> on the overhead with the students. This is a game that shows ten frames and you have to type in the correct numeral. | | | | | | |
| **Teacher Directed:** Using the board or chart, review grouping numbers, using bundling, and other groups. Show the children cards with various ten frames and dots and ask for volunteers to tell the numeral representation. | | | | | | |
| **Guided Practice:** The students will play musical ten-frame match up. Children will be given a number or a ten frame card. Music will play and the children will move about the room until the music stops. Once the music has stopped, the children will find their correct matching card. Teacher can hand out other cards and play the game again and again. | | | | | | |
| **Independent Practice:** At their seats students will get a section of a ten frame number line that is missing the dots. The students will have to fill in the corresponding ten frame with the number. (Give higher level students more of a number line and bigger numbers). | | | | | | |
| **Closing/Summarizing Strategy**: Put the number line sections together to make a class ten-frame number line to have in the classroom. | | | | | | |
| **Differentiation Strategies** | | | | | | | |
| **Extension** | | | | **Intervention** | | | **Language Development** |
| * Put objects in groups of 2’s, 5’s, 10’s. * Count by 2’s, 5’s, 10’s. * Count on past 100 or 120. * Students can visit website- <http://www.svsu.edu/mathsci-center/uploads/math/L01N.htm> and teacher can adjust difficulty levels accordingly. * See independent practice for differentiation | | | | * Practice rote counting verbally before counting objects * Count small groups of objects (20-30) * Model/practice 1:1 matching, pointing or touching each object while counting   <http://illuminations.nctm.org/ActivityDetail.aspx?ID=75>   * See independent practice for differentiation | | | * Practice rote counting verbally before counting objects * Count small groups of objects (20-30) * Model/practice 1:1 matching, pointing or touching each object while counting |
| **Assessment(s):** During independent practice, check student’s math journals for understanding. Observe if students are using bundling to count objects. | | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time | | | | | | | |